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Bridging the Gap:

Social Inclusion and ~~&~~ Integrated Employment for ~~-~~Individuals with Intellectual Disability

Chavonne D. Stewart

Beulah Heights University

Lead 705

Dr. Anyango Reggy

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Abstract

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. Promises were written and agreed upon by [those our leaders](#) who founded our nation. Promises are given without stimulation. —Nevertheless, we live in a world that is not so black and white. [The United States of America](#) [is](#) haunted by the specter of institutionalization (McCrary, 2017), man's attitudes, stigmas, and perceptions have created a false environment for persons with intellectual disabilities. In this paper, the researcher explores the journey of individuals with intellectual disability and the steps needed shift from facility-based to integrated employment and the role of social inclusion. Individuals with the most significant disabilities have historically been placed in segregated, pre-vocational, or non-work services and supports, largely due to outdated views regarding their ability to successfully engage and work in their communities (Christensen & Richardson, 2017). The group in question is a person with intellectual disabilities (ID). Because of the ongoing discrimination, it has been an obstacle to shifting how person's with (ID), is assimilated in society, especially in the workplace.

Introduction

To understand the challenge of including people with intellectual disabilities in employment, it is important ~~informative~~ to consider the varying philosophical views of disability that have been articulated, as well as their interpretations of how society can best maximize the potential of people living with disabilities (Lysaght, Quellette-Kuntz, & Lin, 2012). There are four models of disability: traditional or biomedical, social, economic, and philanthropic. The traditional or biomedical model sees disability as a medical concern involving impairment or abnormality of function (Lysaght et al., 2012). The social model posits disability as socially constructed; disability is viewed as part of the diversity of the human condition and not necessarily undesirable or in need of cure (Lysaght et al., 2012). The social model encourages the removal of barriers so that individuals with intellectual disabilities have opportunities to participate in society. The economic model of disability portrays disability as a cost burden to society (Lysaght et al., 2012). People with disabilities present a net loss due to the need for organizations to provide extra resources such as interventions and extra accommodations. At the social/political level, this model would lead to an analysis of the costs of supporting individuals with disabilities in employment versus the cost of paying disability or unemployment benefits (Lysaght et al., 2012). The final model is philanthropic. This model views people with disabilities as victims of circumstance and a charity case. From this perspective, employers desire to hire workers with Intellectual Disability (ID) based upon a sense of social responsibility.

From this perspective, employers' desire to hire workers with Intellectual Disability (ID) based upon a sense of social responsibility. There is one alternative model to the types of disabilities mentioned in the literature; it is called human variation. The human variation

viewpoint notes that disability represents a heterogeneous population with widely varying conditions and needs that cannot be interpreted through a single lens (Lysaght et al., 2012).

Researchers who lean toward this model has composed what is called a diversity hypothesis, which is relevant to the discussion of intellectual disability, a population that presents widely variant attributes and limitations (Lysaght et al., 2012). What is an intellectual disability?

According to the The American Psychiatric Association (APA, Unknown Author) defines intellectual disability as problems with general mental abilities that affect functioning in two areas: intellectual and adaptive. Intellectual disability deals with an individuals' ability to learn, problem-solve, and make judgments; adaptive focus on the individuals' ability to lead active lives such as communicating and living on their own. There are three areas to consider in adaptive functioning; conceptual, social, and practical. Conceptual consists of language, reading, writing, math, reasoning, knowledge, and memory. Social is the person's ability to show empathy, social judgment, communication skills, the ability to follow the rules, and the ability to establish and retain friendships.

Also, it practically represents individuals' independence in areas such as personal care, job responsibilities, managing money, recreation, and organizing school and work tasks.

Intellectual disability is categorized as mild (most people with intellectual disability are in this category), moderate and severe. Usually, symptoms appear during childhood or adolescence.

The research found on the topic reveals that there are various causes of intellectual disabilities.

It can be associated with a genetic syndrome, such as Down syndrome and Fragile X syndrome; it. ~~It~~ may develop following an illness such as meningitis, whooping cough or measles; it may result from head trauma during childhood; or it may result from exposure to toxins such as lead or mercury (APA, Unknown Author). Brain malformation, maternal disease, labor-and-delivery

related events such as infections during pregnancy, not getting enough oxygen, and environmental influences (alcohol, drugs, or other toxins) are factors that contribute to causing of intellectual disabilities. Intellectual disability can be co-occurring with other conditions such as cerebral palsy, epilepsy, ADHD, autism spectrum disorder, anxiety disorders, and depression. In the past, a person with an intellectual disability was described as being mental retardation.

In October 2010, Present Obama signed what is known as Rosa's Law, which removes the terms mental retardation and mentally retarded from federal health, education, and labor policy and replaces them with people-first language, that is, individuals with an intellectual disability. According to the National Down Syndrome Society (NDSS), intellectual disabilities represent the most common developmental disability. -About 6.5 million Americans have an intellectual disability. Over 545,000 children between the ages of 6 and 21 -have some form of intellectual disability and need special education services in public school. The ID can manifest in several ways; children kids may sit up or walk later, talk later, have difficulty remembering, and understanding the consequences of their actions. Additionally, some children ~~Some kids~~ are not able to think logically and have difficulty with social rules. Social inclusion is vital for people with ID, and it is their gateway into our ever-burgeoning society.

Social inclusion is a process by which efforts are made to involve groups of individuals who are at a social and economic disadvantage excluded from community involvement to being given equal opportunity. It is a multi-dimensional process that creates conditions for the total involvement of every member of society in all aspects of life: civic, social, economic, and political. Elements of social inclusion are but not limited to are involved in activities, developing and maintaining relationships, and having a sense of worth and belonging. Social inclusion suggests the possibility of better opportunities for employment and social position for individuals

with intellectual disabilities. The human right to social inclusion is not well secured by the state alone; rather, communities must be welcoming and flexible, adjusting to the contributions and needs of persons with disabilities (McCrary, 2017). However, there are no guarantees for participation to take place. Communities can still stigmatize and subtly discriminate against persons with disabilities; instead, inclusion in the community and the possibility of meaningful social participation are rights that must be recognized and offered by individuals and groups in society in collaboration with the state (McCrary, 2017).

One area where a shift for better quality of life among this group can take place is within the workplace. Becoming established in the workplace is a dynamic process, requiring negotiation between individuals and the organizational and social contexts, and is likely to involve compromise (Jahoda, Kemp, Riddell & Banks, 2008). Employers or fellow employees will have their prejudices or positive attitudes towards individuals with intellectual disabilities; supported employees bring their dispositions and personal histories to the workplace (Jahoda et al., 2008). Social inclusion, social integration, and an integrated workplace are vital to the well-being of individuals with ID. Social integration is an essential aspect of life for young adults with ID id (Hall, 2009). ~~To be~~ viewed/regarded ~~as~~ neighbors and fellow coworkers by their counterparts can boost the self-esteem and quality of life of persons with ID. To be fully integrated into society, barriers such as stigmas, perceptions, and biases must no longer exist. On the political level, our ~~Our~~ political system has been steadily implementing changes through laws which have been enacted to help with altering/changing the mindsets of society at large ~~individuals without disabilities~~ towards those with intellectual disabilities. Passing laws is just the first step; there is a great need for politicians to enforce those laws diligently and demonstrating g; genuine ly care about the well-being of this select group. According to Jahoda

et al. (2008), work is an aspiration for many people with intellectual disabilities and is regarded as a vital goal by policy-makers in pursuit of social inclusion.

Beginning in the 1970s, national and state policy has been favoring the employment of people with disabilities in the general labor market as opposed to their placement in facility-based programs (Migliore, Mank, Grossi, & Rogan, 2007). For instance, the Rehabilitation Act of 1973 required that federal contracts be granted with preference given to those businesses employing workers with disabilities (Migliore, Mank, Grossi & Rogan, 2007). The Developmental Disabilities Assistance and Bill of Rights Act in 1984 included supported employment as an instrument to assist people with disabilities to enter the typical labor market (Migliore et al., 2007). The American Disabilities Act of 1990 prohibited discrimination against people with disabilities in several areas including employment; in 1999, the Supreme Court stated that people with disabilities have a right to services provided in the most integrated setting possible (*Olmstead v. LC and EW*)(Migliore et al., 2007). Also, in January 2001, the Rehabilitation Services Administration stated that placements of job seekers with disabilities in workshops ~~was ere~~ no longer considered as successful employment placements and therefore, ~~was ere~~ no longer going to be funded by dollars from Rehabilitation Services Administration (Migliore et al., -2007; Rogan, Novak, Mank, & Martin, 2002). During the presidency of George W. Bush, his administration pushed for the New Freedom Initiative, which aimed at removing ~~barriers~~ that prevented people with disabilities from fully participating in life, including employment in the labor market. A move towards total social inclusion of people with intellectual disabilities instead of social exclusion.

Leaders in the workplace should encourage diversity and work diligently to diversify the workplace by hiring individuals with ID ~~to and~~ diffuse the stigmas, biases, and perceptions

that can come from the hiring. -A way this can transpire is through the use of social support. Social support is the help that people receive when they experience job demands (Scandura, 2019). Leaders can utilize a concept known as the buffering effect, which serves as a buffer from stress and strain. Social support is a resource for coping with stress that comes from others, as well as maybe emotional or instrumental (Scandura, 2019). -Social support is an aid in stress management by building up the person's sense of identity and belonging, by improving self-image and enhancing the sense of control and mastery over the stressful situation (Scandura, 2019). A leader can use the buffering effect to assist in the transition of individuals with intellectual disabilities from sheltered/facility-based employment to integrated employment. The purpose of this paper is to explore how leaders can use the buffering effect within the organization to alleviate the stressors brought on by shifting from a sheltered workplace experience to integrated employment.

Literature Review

For persons with intellectual disabilities to become fully integrated into the workplace, the hearts of people have to shift. Stop looking at individuals' ability and aptitude but their character. Leaders have the responsibility to lead and implement change within the workplace. Leading change is one of the most important and challenging responsibilities for managers and administrators (Yukl, 2013). Change begins within the person who is leading. We all have our own biases and how we perceive people. Stigma is recognized as a significant barrier to the full participation of people with mental illness in the workforce (Kirsh, Krupa & Luong, 2018; Stuart, 2006). There is much evidence to suggest that stigma is operating with particular vehemence within the employment setting (Kirsh et al., 2018). Research in this area points to many forms and consequences of workplace stigma, including high unemployment rates, among

people with mental illness (Kirsh et al., 2018; Stuart, 2006); workplace policies such as those related to absenteeism, that disadvantage people with mental illnesses or mental health problems (Kirsh, et.al, 2018; Lysaght & Krupa, 2011); discriminatory hiring beliefs and practices (Kirsh, et.al, 2018; Stuart, 2006). A leader is the first point of contact an employee will have when they enter the workplace. Leaders must ensure all people, including those with disabilities, work in a safe and accepting environment. Leaders have to be able to diffuse the issues that arise in the workplace. In the article, Kirsh, Krupa, and Luong (2018) examine how supervisors experience and perceive mental illness and stigma in their workplace. The study is a result of the growing concern about mental health issues in the workplace as the economic and social costs of the problem continue to grow. Research is presented based on the qualitative evaluation of the workplace anti-stigma program targeting the supervisor.

In the Kirsh et al study (2018), eleven ~~Eleven~~ supervisors participated; ~~(Kirsh et al., 2018)~~ participants were purposely selected from a suggest of thirty-seven supervisors who indicated an interest in participating. The different sample gathers information based on gender, department, age range, level of stigma related to mental illness, and their ratings of the anti-stigma program they attended. As a result of the study, two new topic areas and three themes were drawn from it. The first topic area, perceptions of the supervisory role relative to managing health problems at the workplace, contains the theme "a relevant part of the job" (Kirsh et al., 2018). The second topic area, experiences of supervisors in dealing with mental health problems, contains the themes "expressions of mental health-related problems" and "managing mental health issues in the workplace" (Kirsh et al., 2018). Supervisors were committed to diffusing workplace stigma and helping others understand people with intellectual disabilities. Tensions from other employees as supervisors carried out tasks that would benefit

individuals with ID. The article sheds light on the growing need for more research and training in the area.

In the research article by Gormley (2015), the researchers conducted a study on the school to work transition of individuals with intellectual disabilities (ID). Three significant themes come forth in this article, social exclusion to inclusion, desensitizing stigmas, and attitudes of coworkers and how social support can help. People with [were](#) ID able to overcome the obstacle of social exclusion to an inclusive environment in the workplace. The obstacle is the stigma people with ID face among their counterparts. In 1963, a noted sociologist Erving Goffman defined stigma as the process by which the reaction of other spoils the normal identity of people, devaluing them as somehow less than others (Gormley, 2015). The employment world continues to stigmatize individuals with disabilities through prevailing beliefs about incompetence, social inadequacy, and extensive needs (Kirsh et al. 2009), as noted in Gormley (2015). Coworker attitudes toward an employee with ID can stem from perceptions of fairness of accommodations the employee receives and employment judgments about disabled employees related to hiring, performance, promotion, and retention (Gormley, 2015). Stigmas and attitudes derived from the idea that people with ID are less capable than their counterparts.

Gormley's overall design method is qualitative, descriptive design using one-on-one phone interviews conducted with semi-structured open-ended design. The population of the study consisted of fifteen coworkers of individuals with ID from fourteen organizations that had implemented Project Search, a formalized, school to work transition program (Gormley, 2015). [In the Based on the findings Gormley study, we see the the initial perception reveal was](#) negative [perceptions that coworkers have](#) towards youth with ID; however, over time, the attitudes shifted to a positive regard and [overall](#) workplace acceptance. Gormley identified the importance of

support given by ~~the~~ mentors through the process of transitioning. Despite there being little research on how stigmas manifest, based on this article, mentors help bridge the gap for people with ID. Organizations must make a concerted effort to hire and create an environment that reduces the barriers these individuals face.

The article by Monteleone and Forrester-Jones (2017), takes a different approach when examining individuals with intellectual disabilities. The study aimed to develop an understanding of how adults with intellectual disabilities experience their disability and any implications relating to self-esteem, stigma, and social interactions (Monteleone & Forrester-Jones, 2017). Fifteen adults with ID were interviewed using semi-structured open-ended questions, and the researchers interpreted the data using a phenomenological analysis (Monteleone & Forrester-Jones, 2017). The setting of the study was a working farm that is open throughout the week. This farm gave people with ID a chance to interact with those without ID. Three themes emerged from their study; behaving in a socially normative way, tendency to produce personal definitions of disability, and consistently limited knowledge of and discomfort around common disability terminology. Findings suggested that participants may not be able to articulate their feelings on differences verbally, but stigmatization is ever-present. Their behaviors adhered to the idea of otherness, which was born of a justified rejection of disability status and overwhelming self-doubt when appearance would fall short of non-disabled (Monteleone & Forrester-Jones, 2017). Throughout the process, researchers identified the continuous social comparisons by people with ID to those who are not disabled. In the end, people with ID garnered lower self-esteem and overall dissatisfaction. Social support by leaders can potentially alleviate some of the dissatisfaction and build up individual esteem.

In the research article by Wilson, Bigby, Stancliffe, Balandin, Craig, and Anderson (2013), the focus is on the mentors' experience when supporting people with intellectual disabilities. Social support is critical, and the purpose of the study is to define how this support is delivered. –We argue that an often-unstated linchpin to successful community inclusion for people with an intellectual disability is the need for the right kind and right amount of support (Wilson et al., 2013). –In other words, there is a need to know about who should provide support for social inclusion for people with ID, how best to structure this support, how barriers to inclusion can overcome, and what underpins successful and sustained community inclusion (Wilson et al., 2013). Mentoring is a means of providing that buffering effect to help people with ID transition. The key theme in this article is the importance of community involvement. Active mentoring, according to Wilson et al. (2013), is one way of harnessing the goodwill of community groups and their members to include people with intellectual disabilities to participate on an individual basis in the community group. Mentoring can have a positive effect on bridging the gap of social exclusion to social inclusion. Wilson et al. (2013) use the definition of social inclusion established by the Commonwealth of Australia, and it states social inclusion as the opportunity to participate in learning and occupation, engagement with others, and having a voice. –The method used to collect the data is interviewing. Researchers interviewed fourteen mentors; the process explored their experiences in supporting a previously unknown person with ID to participate in their community group. Findings indicated that mentors saw no difference; they saw beyond the mentee's disability and recognized the person as an individual with a unique personality and interest. Mentors perceive the value of people with ID. More research is needed on the topic, but the overall conclusion is that mentoring is a form of natural support and is fundamental to the success of social inclusion.

Wilson, Jacques, Johnson, and Brotherton (2017), the article examines the relational involvement of people with intellectual disability and their experience of social exclusion. Within a work environment, there are three types of working relationships an individual can experience; strictly work-related no other interaction, a sometimes lunch buddy but no outside the workplace activity, and a friendship that blossoms beyond the workplace environment. The research method used in this article was interviewing. The total number of participants was ten, seven men and three women between the ages of 19-48. They all were members of a social group. Individuals desire a sense of belonging, so active participation in social activities can have a positive effect. That effect could reverse the sense of loneliness felt by individuals. Many people with intellectual disabilities remain socially isolated and hence lonely, as they require support to access social opportunities and face added physical barriers. A significant physical barrier is their lack of travel skills; many do not drive themselves and rely on others to get them to their destination. Other barriers can be found not just in the workplace but in the community as a whole are the perception of relationship equality, domination by people who are not intellectually disabled, and human exposure to prejudice.

Within any organization, employees develop social networks, interpersonal relationships, and friendships expected. These areas are needs to ensure the well-being of individuals with intellectual disabilities. Social networks and interpersonal relationships are social needs based on Maslow's Hierarchy theory; according to Scandura (2019), social needs means people have to feel as though they belong and have healthy friendships. Without well-developed and supported social networks, goals of inclusion for people with intellectual disabilities may remain elusive. The main themes from the researchers' findings were supported engagement fosters -being well-being and developing social belonging and connectedness. The study confirmed that when

individuals with ID given the necessary social support, they feel engaged and connected as well as have a sense of belongingness. Understanding the lived experience of this group of adults has helped identify the types of interventions required to underpin future social programs that can purchase under the National Disability Insurance Scheme (NDSS) (Wilson et al., 2017).

Our relationships with others contribute to the quality of our lives (Novak, Feyes & Christensen, 2011). Chadsey (2007), one particular focus of research attention, has been the development of interpersonal relationships between employees with disabilities and their colleagues in integrated employment settings (Novak, Feyes & Christensen, 2011). Community employment bestows social status and can afford opportunities for forming new relationships with coworkers (Novak et al., 2011). The purpose of the article by Novak, Feyes, and Christensen (2011), to explore how the structure of work relationships with colleagues facilitates or inhibits social integration abilities. The study consisted of twenty-two employees with disabilities through semi-structured interviews with six employment specialists and participant observations of six employees at their community worksites (Novak et al., 2011). The method of interpreted used by the researchers was the intergroup contact theory.

According to Novak et al. (2011), the culture of the workplace, the design of the employee's job can also influence opportunities for social interaction and integration. The median age of the focus group was 40.5 years, with a range of 22-60 years. The most commonly held occupations were in janitorial services, factory work, food service, and office work (Novak et al., 2011). Researchers noted that using the intergroup contact theory provided useful insights into the relationships between employees with disabilities and their colleagues without disabilities. Study finding reveals that, in general, employees whose job situations more closely approximated the optimal conditions of contact were more likely to be socially integrated at

work (Novak et al., 2011). Additional findings suggest Novak, et al. (2011), that the biggest challenge for employment specialists may be the facilitation of equal-status relationships with coworkers. Despite the success of the study, there were limitations. The experiences and perceptions of the interviewed employment specialists may differ from the experiences of other employment specialists or those of the employees with disabilities, coworkers, and supervisors discussed in the interviews (Novak et al., 2011). Intergroup contact theory primarily addresses the role of dyadic relationships between employees with disabilities and their colleagues (Novak et al., 2011). Dyadic relationships are how individuals interact with one another, and two or more people are involved. Examples of dyadic relationships are a mentor to mentee, counselor to the counselee, or leader to follower. Social integration is a complex idea and Novak, et al., (2011), it is dependent upon a range of personal, relational, and setting characteristics, the structure of work relationships with coworkers appears to play a significant role in the acceptance of employees with disabilities.

In contrast, the research article by Migliore, Mank, Grossi and Rogan (2007), explores whether or not the impact of system change policies in the area of day services for people with intellectual disabilities (ID) can be attributed to a lack of interest on the part of the people with ID themselves and their families or caregivers for integrated employment or the perception they have that people with ID are unable to perform in community jobs. Despite national and state policies promoting integrated employment, the majority of adults with intellectual or developmental disabilities (76%) served in facility-based programs (Migliore et al., 2007). Integrated employment defined as work in the general labor market where the proportion of workers with disabilities does not exceed the natural proportions in the community and where wages are at or above the minimum wage (Migliore, Mank, Grossi & Rogan, 2007). Survey

research was used to collect the data. People with intellectual disabilities, their families, and staff in workshops who knew people with disabilities surveyed. The sample size included 619 participants. Migliore et al. (2007) note that there are advantages to integrated employment over sheltered employment. Better financial outcomes for people with disabilities and increase opportunities for personal growth for people with disabilities. Adherence to the values of social justice in which western democracies claim to have their roots, fulfillment of the preferences of people with disabilities, the satisfaction of families' preferences, and greater social integration of people with disabilities.

Results show advocacy towards a system change policy in favor of adults with ID. The significant implication for policy and practice are drawn from the findings of the study is that greater emphasis should be on making integrated employment the first option for adults with ID. Despite the efforts of the researchers, there were limitations discovered in the study. According to Migliore, et al., (2007), adults with ID selected from among individuals attending 19 workshops, which were in turn selected from among services providers who were most likely to collaborate with the data collection process. Results might be influenced by responses from adults with ID who have characteristics different from those of the general population of people attending workshops nationally (Migliore et al., 2007). Another limitation threatening external validity is the fact that the sample underrepresented adults with disabilities who had appointed guardians (Migliore et al., 2007). Whether or not the results of the study can be generalized, it is evident that people with intellectual disabilities prefer to work in integrated employment.

Individuals with ID have the potential to make significant contributions to their community workplaces, but there is a difference in the paid employment environment. That difference is the amount of money they make per hour. Shifting to integrated employment

instead of sheltered workshops means companies will have to reevaluate how they are paying individuals with ID. The research article by Lysaght, Quellte-Kuntz, and Lin (2012) aims to explore the reasons for the underemployment of adults with ID. Also, the article discusses the challenges and advantages associated with their inclusion in a competitive business and will present a model for inclusive employment that re-conceptualizes and guides approach to more effectively engage the workplace potential of this population. —Researchers conducted a qualitative study with twenty-five participants with ID who worked paid or unpaid. —Although many countries have implemented legislation mandates, because of political unwillingness to enforce them, we experience the little impact of change. Employment serves many functions beyond just a financial incentive. According to Lysaght, Quellte-Kuntz, and Lin (2013), Jahoda (1981) asserted the additional purposes in human experience; employment imposes a time structure on a waking day; employment implies regularly shared experiences and contacts with persons outside the nuclear family and employment links individuals to goals and purposes that transcend their own. Findings showed that people with ID, desire and opportunity for affiliation with others, staying busy and meaningfully occupied, pay and other economic benefits, pride and satisfaction, and opportunity for new learning experiences (Lysaght et al., 2012).

Also, there is a desire for a higher level of payment and more work involvement (Lysaght, 2012). Researchers examined the need for the inclusion of people with ID in the workplace. Individuals with ID can perform the routine task as not by upper-level management. Some employers have capitalized on this attribute by identifying job task that typically detracts from the productivity of high paid professionals and pooling those job components to create one job for a worker with an intellectual disability (Lysaght, 2012). —Another unique contribution of

workers with ID lies at the social level, creating a culture that humanizes a workplace and contributes to the social connectedness of workers. Diversity is at play to this point. Employers see the benefits of how hiring workers with ID, improve their public image and reputation within the community as well as among customers. As noted by Lysaght et al. (2012), the search for solutions requires attention to all perspectives and varied insights they can provide. Intervention is necessary on all levels internally(organization) and externally (government and community), Lysaght et al., (2012), all demand proactive measures and cooperation across sectors. Policy level changes involve public perceptions and tolerances due to the financial and social implications of legislative change (Lysaght et al., 2012). –Government subsidies to industry. Given the increased costs associated with training and supporting workers with ID and the potential for reduced productivity relative to the non-disabled workforce, a partial wage subsidy would reduce employer cost burden (Lysaght et al., 2012). Change can happen to improve the livelihood of individuals with ID in the workplace. Employers need to first see the economic advantage in the hiring of workers with ID, but all the value of these workers from a perspective that considers disability less from a charitable perspective and more as a normative feature of a multi-cultural and multi-abled society (Lysaght et al., 2012).

Jahoda, Kemp, Riddell, and Banks (2008) ~~offer, the article offers~~ another view ~~us-~~ ~~another view~~ on the socio-emotional impact of supported employment of persons with ID. This article examines the well-being of the individual with ID. –A systematic search conducted included case-controlled and longitudinal studies measuring outcomes for quality of life, social life, and autonomy (Jahoda, Kemp, Riddell & Banks, 2008). –A model most commonly used in supported employment is the place, train, and maintain approach. The model begins with profiling so that the work-related goals of the individual will be understood within their broader

life aspirations and their strengths and weaknesses identified (Jahoda et al., 2008). -Once profiling is complete, Jahoda et al., (2008) [observe that the](#) person will then be marketed -to an employers with whom the person's support needs will be discussed; a key worker will conduct an analysis of the job to undertake, and systematic instruction -techniques -may be used, breaking the task down into parts and encouraging the person to practice each micro-task until mastered.

Also, the wage is a factor among workers with ID, and many are being less than the minimum wage. An issue that must be rectified not only by the corporate structure but government policies on pay to workers with ID must change. The outcomes of social integration in the workplace give workers with ID the ability to interact with other workers. A positive association between positive life experience and size of the social network at time two was thought to be a possible indication of the positive impact of increasing social networks (Jahoda et al., 2008). There were factors not considered. For example, where the work number of hours worked, the nature of work, and the relationship to the outcomes. -While rhetoric extols career development and choice for supported employees, low pay in menial tasks with limited social opportunities in jobs would still seem to be the reality for most (Jahoda et al., 2012). More research needs to be conducted on the subject to determine the long term emotional and practical support needed by some individuals to become accepted.

[So what is missing in the review of literature? Where are the gaps? That should help to guide your research i.e. your research question should attempt to address some of the gaps in the body of knowledge.](#)

Method

The qualitative method will be used to conduct the research. According to Salkind (2017), qualitative research methods are placed in this general category of non-experimental methods because they do not directly test for cause and effect and the most part, follow an entirely different paradigm than the experimental model. The general purpose of qualitative research methods is to examine human behavior in the social, cultural, and political contexts in which they occur (Salkind, 2017). It can refer to research about persons' lives, lived experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations; qualitative research is not statistical, and it incorporates multiple realities (Rahman, 2017). Various tools can be used in this method to collect data such as interviewing, historical methods, participant observation, direct observation, case studies, and ethnography; data that is collected is usually non-numerical. For this study, the researcher will utilize interviewing and direct observation. According to Salkind (2017), direct observation occurs when the researcher is in or directly adjacent to the environment being studied but is not a participant in the environment itself. The researcher works in special education but not as a teacher. The researcher observes what occurs in that environment and can attest to the experiences. Since the researcher is apart of the environment, there is a direct connection to individuals who could be the focus group for interviewing. Interviewing is a method to connect with the participant to explore and better understand their environment and opinions about the situation. The methods chosen are valuable means of collecting data; however, there are disadvantages.

According to, Rayman (2017); Silverman (2010), argues that the qualitative research approaches sometimes leave out contextual sensitivities, and focuses -more on meanings and experiences; argues that qualitative research approaches sometimes leave out contextual

sensitivities, and focus more on meanings and experiences. Policy-makers may give low credibility to results from a qualitative approach (Rahman, 2017). Policy-makers or stakeholders prefer to quantify data collected. The qualitative approach involves a smaller sample size typically, and the issue of generalizability can be raised. In terms of research method, a smaller sample size raises the issue of generalizability to the whole population of the research (Rayman, 2017; Harry & Lipsky, 2014; Thompson, 2011). Having studied the language testing assessment in Hong Kong qualitatively, Rayman (2017; Lam (2015) admitted that due to the small sample size, the study results do not wish to claim broader generalization to other contexts. Interpretation of data can be a disadvantage as well. Data interpretation and analysis may be more difficult/complex (Rayman, 2017; Richards & Richards, 1994).

Qualitative research is a long hard road, with elusive data on one side and stringent requirements for analysis on the other (Rayman,2017; Berg & Lune, 2012, p.4). According to Rayman (2017), Darlington and Scott (2003), claimed that developing the undeveloped question into a researchable form is harder, and the refining question in qualitative research may be continuous throughout a whole study. The research question is key to defining what the paper's goal is all about. There are disadvantages to the interviewing process, as well. The type of question is critical in the interviewing process. A disadvantage would have too many closed-ended questions that lead to closed in responses. The interviewer needs to compile as many open-ended questions as possible because this allows for more in-depth responses.

One pPotential bias that I can foresee is that the interviewer could manipulate the responses of the interviewee by making a simple facial expression. The interviewer is avoiding the two critical rules of interviewing, which are never judgmental and never believe all you hear. According to Scott and Garner (2013), never be judgmental dictum means putting on hold the

feelings and opinions that you have about the situation you are studying. Never believe all you hear advice may appear to contradict the advice not to be judgmental. However, complete openness to what respondents are saying must be accompanied by complete skepticism (Scott & Garner, 2013). Regardless of these shortcomings, the qualitative research approach has advantages and still a viable way to collect data.

[What are the steps you would go through to conduct this study?](#)

Conclusion

“Life is like a box of chocolates”—[is one of the most memorable quotes in the movie](#) [said by Forrest Gump in the movie.](#) There are a variety of people from all ethnicities, aptitudes, cultures, abilities, and uniqueness. For barriers to break and attitudes to change, [about persons with intellectual disabilities, each person has to take responsibility accountability](#) for their actions. First, change begins with leadership. Before you can lead others, [you have to lead yourself and believe you can have a positive impact on others](#) (Kouzes & Posner, 2010). Leaders have to keep their promises and become role models for the values and actions they espouse (Kouzes & Posner, 2010). The paper focuses on the social support and the need for integrated employment for persons with ID. Workplace supervisors are well-positioned to influence the employment pathways and success of workers with mental illness by virtue of their involvement in establishing workplace culture and communication, allocating job duties, team development, and other workplace functions (Kirsh et al., 2018). Leaders must lead by example. Mentors of people with ID can create an environment for more significant interaction with coworkers. Coworkers without disabilities have to see the person with disabilities as their equal. One way is providing for necessary training for persons with ID to do specific jobs. Diversifying the team is

a way to encourage support as well as inclusion within the workplace. People have to make a conscious effort to look beyond the flaw and look within the person. At the moment, there is not enough research conducted to determine how successful the shift from facility-based employment or sheltered workshops to integrated employment. Also, additional research will need to be conducted to determine if attitudes have shifted and if individuals have become open-minded towards individuals with ID.

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